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MANUAL OF VILLAGE LEADERS' TRAINING CAMPS

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MINISTRY OF COMMUNITY DEVELOPMENT
GOVERNMENT OF INDIA

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C.D. and N.E.S. Programme—Village Leaders' Training Camp

1. The Programme of training village functional leaders can be a success only if we are quite clear as regards the purpose and objectives of such a Programme.

On October 2, 1952, our country launched upon a programme which is unique, because, it is both a Community Development and an Extension Programme. It is a Community Development Programme in that its major objective is to develop 5,58,000 village communities socially and economically. It is an Extension Programme in that it develops channels of trained personnel to take scientific and technical knowledge to the villagers. These programmes which aim at raising the level of living must be not only acceptable to the villagers but be, also, accepted and implemented by them.

Our villagers need food, cloth, shelter and health. They desire for education, recreation, community life and religion. Local people can produce most of their food and clothing. They can improve their own sanitation, build their own houses, organise their own recreation, conduct their own religious affairs and help build their own school's and health centres. Outside financial assistance is required in the construction of schools and health centres and in manning them. However, for the rest of their needs and desires, all that they require is technical assistance and guidance. Obviously, therefore, these local problems which are the chief concern of the village communities are best solved by themselves and not by other individuals or groups in the nation. That is the reason for the basic concept of the Community Development Programme that organised village communities shall not only choose the priorities in which their problems shall be tackled but also that *they shall have the major responsibility for implementing them.*

Primarily and fundamentally, the most important of our resources are our people. Therefore, the basic objective of our programme is to develop the village people to become self-reliant, cooperative and responsible citizens. In short, *a new outlook* has to be created in them. Village outlook is the way the village people feel and react to their present environment and the way they think and feel about forces of change which come to them. Hence, our attention must be focussed on an appreciation of the mind of the village people and not their physical environment. It cannot be sufficiently emphasised that the change of village outlook is the first essential step in changing the village environment. Creating the social climate and the attitudes which will produce a new village outlook is a step by step process.

For the present, we apply the stimulus for change externally. But, the desire for change, if it is to be permanent, must come voluntarily from within the minds of the village people. The Extension worker gets across new ideas to the village people by education and not by compulsion; explains 'why' and then allows them to exercise their free choice. How do ideas reach village people ? Each group in a village forms round some common interest. All groups have 'leaders'. These persons may not be called leaders either by the members of the group or by themselves. But they are silently trusted. Good or bad, progressive or conservative, these individuals guide village thinking and activities. These voluntary, functional and natural leaders are the only persons who can successfully bring about, steadily maintain and progressively improve upon, social changes and development in the village life.

Our objective is, therefore, to educate by the "Result and Demonstration method" and bring about a change, first, in the outlook of the village leaders, secondly, the outlook of village leaders-follower groups and finally the outlook of the village community. Once the village community is inspired and acquires a basic knowledge of the problems, analyses their solutions and executes them, one by one, there is no limit to the human and physical achievements of the nation.

In the context of the people's programme, the Admini trator's work consists mobilising, organising and managing men. He can do this not by exercising or even delegating authority but only by developing initiative, responsibility, self-reliance and cooperation on the part of leaders of local groups. No Gram Sevak can possibly succeed to the fullest in his job of being a friend, philosopher and guide to the village people, unless he works with the village groups through their leaders and encourages, educates and assists them. The sense of responsibility develops as and when responsibility is squarely placed on the leaders. By working through and with village leaders, the Gram Sevak can watch how ideas become group and village-wide and how stimulation for action grows from within.

The Community Development Programme places the greatest emphasis on the role of local leaders in the development of our rural communities. The village leaders in their turn educate their neighbours and become each in his own sphere a kind of voluntary local village worker. Such leaders can be steadily developed if given the opportunity and systematically assited by training and education. It is, therefore, of supreme importance to develop responsible and responsive village leaders. In fact, the ultimate success of our programme will depend on the extent to which we succeed in stimulating the growth of live, local associations or groups and generate leadership among them capable of and dedicated to the task of planning and executing their programmes.

Having regard to the dynamic and revolutionary role of the village leaders in the improvement of rural economy, social and cultural life, the programme of giving subject-matter training to

village leaders in all the Blocks throughout our country has been devised. The plan is to train leaders in all aspects of Community Development by instruction and practical demonstrations imparted in a specially arranged short duration camp.

The functional leaders proposed to be trained under the scheme are in no way to be confused with political leaders, which is the more common usage of the word 'leader'. State Governments may consider whether it would be advisable to use some other word than 'leader'. The idea can perhaps be better expressed by an appropriate *Hindi* word such as *Gram Sahayk*. There will be no objection to this or any other appropriate *Hindi* word being used.

There is nothing final about this scheme. Indeed, there cannot be one absolutely uniform programme for all people. Needs differ from village to village and from Block to Block and from State to State. What is being attempted is the speeding up of the Extension method and therefore it has to be a continuous educational process in which both learner and teacher can contribute and receive.

Under no circumstances should a camp be held without a complete preparation of the ground from every point of view, *viz.*, selection of village leaders, host village, formation of Mess, Sharamdan and Entertainment Committees, Demonstration fields, organisation of exhibitions, etc., in fact, every thing that can be conceived to complete the picture of a community in action. It is only when a camp is thoroughly planned in all its detail and then held, that it will be of full benefit and also a real joy for the campers and a life-time memory for them.

TRAINING SCHEME

2. Subjects :

For purposes of imparting the training in village camps, the various subjects of Community Development Programme can be conveniently divided into the following groups : –

(*a*) Agriculture, Animal Husbandry and Minor Irrigation.

(*b*) Panchayats, Cooperation and Village Communication.

(*c*) Village Industries and Rural Housing.

(*d*) Education, Social Education, Public Health and Sanitation.

(*e*) Women's Programme.

In view of the national urgency of increasing agricultural production and also because agriculture is the most vital concern of the rural people, camps for the 'Agriculture' group of subjects should be given the highest priority and it is, therefore, advisable to complete the round of camps in this subject group in all Blocks before starting camps in any other subject group.

3. Number of Camps :

The emphasis must be on the quality much more than on the number of camps. It may be necessary to make a slow beginning. After gaining some practical experience in the running of these camps, the Block staff will be able to accelerate the pace. During the first year, one camp may be held per Gram Sevak's circle in the 'Agriculture' group of subjects till all the circles are served. In other words, ten camps, on an average, would have to be held in each Block during the year October, 1957 to October, 1958. It would be advisable to begin with the Post-intensive Blocks and then go on to the C.D. and N.E.S. Blocks.

4. Selection of Leaders :

For locating the leaders, the V.L.W. must ask himself the question as to whom the villagers look for leadership in the particular subject.

Men with a special interest in the subject and with qualities of progressiveness, enthusiasm and willingness to work for collective benefit should be selected.

They should have a reputation for honesty, impartiality and capacity to get work done.

While maturity is to be preferred, the choice of very elderly leaders should be avoided as they are generally preoccupied with personal problems and family affairs.

The leaders should consist of representatives of all classes, rich and poor, high and low, inclusive of scheduled castes.

The Block Development Officer should make a preliminary selection of the leaders in consultation with the V.L.W. and the Block staff.

Since Panchayat has been recognised as the sole institutional agency at the village level to plan and implement a programme of development, the village leaders in the different 'subject' groups should be finally selected by Joint consultation of the Panchayat and the Block staff.

It is advisable to make the selection according to a pattern so as to make one member of the Panchayat responsible for one group of subjects. This Panchayat member may be one of the five selected for that particular subject. The other four would not be, necessarliy, Panchayat members, but may be other enthusiastic and progressive minded villagers, who have known interests and aptitudes in the particular subject group. The Panchayat member, who may be on this group would act as a link between the Panchayat and this group, which in a sense would be a nominees-group of the Panchyat. This would avoid any misunderstanding between such a group and the Panchayat. This is important, because, the group is to really assist the Panchayat in accomplishing the particular facets of the village programme.

Where there are no Panchayats, the approval of local institutions like Cooperatives or Village Development Councils should be obtained.

5. Organisation of Camps :

(a) Number of Leaders :

A camp has to be organised for every Gram Sevak's Circle. The strength of each camp will be about fifty leaders and every village should be represented more or less in proportion to its population.

(b) Selection of Site :

The village selected for holding a camp should consider that a distinction has been conferred upon it. The Block Advisory Council may decide upon the venue when, no doubt, the Panchayats and others would complete for the honour. The venue having been decided upon, the Block Development Officer, the S.E.O., and the Gram Sevak should discuss with the Panchayatdars, the elders and the school teachers and draw up a detailed programme of the forthcoming camp. The organisation of the camp should be a people's affair and not Government managed.

The village that is selected to run the training camp should be, preferably, one which has made an appreciable progress in the 'subject' group, especially in agriculture, so that the invitees could emulate the example.

It should be also a village where the maximum cooperation, enthusiasm and willingness are forthcoming to make the camp a success.

Buildings, sheds or open spaces should be available and also adequate safe drinking water supply and other facilities required for the camp.

(c) Duration :

The duration of the camp should be three full days. The campers should arrive on the preceding night and therefore they would spend four nights in the camps. With the proper planning of the courses, a great deal of useful information could be imparted during this short period.

(d) Timing of Camp :

Suitable dates for holding the camp should be fixed in consultation with some of the leaders who are to attend the camps.

It should not be difficult to hold the camp at any time of the year except, perhaps, when the farmers are engaged in sowing or transplanting or harvesting and threshing.

It is desirable that the dates of the camp should be fixed and announced at least two weeks ahead so that the necessary organisational work can be thoroughly undertaken and fully carried out satisfactorily.

It would be advisable for the V.L.W. to remined the participants three or four days before the starting date and ensure their attendance.

6. Accommodation :

Accommodation for lodging fifty leaders will be necessary in the camp village.

Either a Dharamsala, a school building, a Panchayat Ghar or a Village Chavadi may be arranged for this purpose. Where these are inadequate or unsuitable, temporary sheds may be constructed from local material in open spaces and advantage may be taken of shady trees. Along with the leaders, accommodation will also have to be found for the Block Development Officer, Social Education Organiser, the concerned Extension Officers and one or two Village Level Workers.

The campers may be lodged in baches in three or four wings of the selected building depending on its capacity. Each batch should elect its leader who will guide the group in looking after the cleanliness of the camp, in the punctual attendance of the trainees at Mess, discussions, demonstrations and other places and also in the informal discussions of the group.

The campers should be so arranged that only people from the same village do not get grouped up.

Drinking water in pots and glasses may be arranged for the campers in each of the wings where they may be lodged.

A pot with sand or water may be kept in each of these wings to serve as a receptable for the used cigars or cigretts or beedies and match-sticks.

Adequate lighting arrangements should be provided.

Temporary latrines and urinals (bore-type) should be provided.

There should be a good well nearby where the campers can bathe and wash their clothes.

It is best to utilise mats and other accessories available in the village so that the arrangements are in full conformity with the village environment.

A hall approximately 25′×35′ will be found convenient for holding the talks and discussions. If such a hall cannot be secured, any other kind of suitable accommodation may be arranged.

The drinking water well should be disinfected and the entire premises sprayed by D. D. T.

7. Mess:

Meals to suit the needs of the trainees and light refreshments including tea, coffee, milk, buttermilk or sharbet may be arranged.

The cost of these arrangements can be contributed in cash or kind by the campers and the host village.

The host village may constitute a Mess Committee and be made responsible for the stores, fuel, cooking utensils, cooks, water, service, soak-pits, etc.

8. Exhibitions:

The camp should include technical exhibitions on the relevant subjects and be arranged by the concerned departments. Their main purpose should be educational and not entertainment or amusement.

The following are some of the importent items which could be exhibited :—

(*a*) Improved Agricultural Implements.
(*b*) Pesticides and Insecticides.
(*c*) Chemical manures.
(*d*) Improved seeds.
(*e*) Green manures.
(*f*) Improved varieties of fodder.
(*g*) Fruits and vegetables locally grown under improved practices.

A small exhibition of the activities of the Block should be also held.

In the selection and exhibition of the times, the emphasis should be on items reproducable or reproduced in the locality by the adoption of improved practices.

9. Entertainment:

It should include drama, songs, dance, burra-kathas, film show, etc.

Local talents and resources should be tapped and utilised.

These items attract large audiences—not only from the host village but also from its neighbourhood. Therefore, a large open space should be selected and a platform improvised.

Separate accommodation for women and children should be arranged.

Volunteers may be organised under the school master for maintaining order.

Loud speaker and adequate lighting arrangements should be provided.

Give a short talk before a picture is shown explaining the urpose of the meeting and of the picture. Let the leaders discuss and ask questions on the picture exhibited. Announce in advance hat such a discussion will follow.

10. First Aid:

Arrange for first-aid equipment including medicines for some ordinary ailments and accidents.

11. Programme of the Camp:

The Programme of the camp on the opening day may commence with a prayer, election of the President from amongst the trainees, an introductory talk on the role of the trainees by the B.D.O. or the, Social Education Organiser and an announcement regarding the programme of the camp, *viz.*, talks and discussions, demonstrations, refreshments, entertainments, etc.

No fixed time table has been suggested as the opening of the camp will vary according to the season and the locality. It may be convenient to utilise the time up to about 4 O'clock for talks and discussions and to organise demonstrations between 4 to 7 P.M.

Where a demonstration like the sun treatment of wheat has necessarily to be started in the morning, sometime may be allowed for it in the morning.

Talks should be brief and to the point and in simple language. Adequate time should be given to discussions.

On each day, a separate President might be elected.

On the closing day, there may be a summing up talk by the Extension Officer on the work to be done in the villages by the leaders on their return from the camp and the follow-up work to be organised by the Block.

The daily programme would be, more or less, as follows :—

(1) Rising bell	5.00 A.M.
(2) Ablutions, baths, cleanliness of the camp.	5.00 to 6.15 A.M.
(3) Prayer.	6.15 to 6.35 A.M.

(4)	Breakfast.	6.35 to 7.00 A.M.
(5)	Shramdan	7.05 to 8.15 A.M.
(6)	Talks & discussion (1st session).	8.30 to 12.00 Noon.
(7)	Lunch & rest.	12.00 Noon to 2.30 P.M.
(8)	Talks & discussion (2nd session).	2.30 to 4.00 P.M.
(9)	Tea	4.00 to 4.15 P.M.
(10)	Demonstrations	4.15 to 6.45 P.M.
(11)	Dinner	7.00 to 8.00 P.M.
(12)	Social Programme	8.00 to 9.30 P.M.
(13)	Prayer	9.35 to 9.45 P.M.
(14)	Lights off.	10.00 P.M.

Two periods should be devoted in the beginning to impress on the campers the basic objectives and philosophy of the C.D. and N.E.S. Programmes. One period may be allotted at the commencement of the session and the other at its conclusion. It cannot be said too often or too strongly that early and continuous emphasis should be focussed on the central objective of the C.D. Programme, *viz.*, that it is a village self-help programme in which the people themselves, through their own leaders, organisations and institutions, work together to improve all phases of village life, utilising the technical resources and services of the Central and State Governments.

The trainees may be requested to offer suggestion regarding the improvements to be effected in the future camps and the follow-up facilities desired.

The concerned District Officers should participate in these Camps to the fullest extent possible.

12. Nature of Training :

It is not the intention that the trainees should become experts within three days. What is being attempted is to enlarge their outlook.

Attention has to be focussed on important items of work which the leaders can practise in their own villages for building up soil fertility, for introducing improved techniques of cultivation including improved seeds, improved implements, plant protection measures, preventive action against cattle diseases etc. On return, they should be able to apply the knowledge and skills acquired at the camp.

They should clearly understand their role and the follow-up arrangements. Their own duties and responsibilities as leaders in introducing improved agriculture, supervising the productive use of credit and organising marketing should be made clear to them.

The following points should be borne in mind:—

(*i*) The talks have to be carefully thought out and a written synopsis prepared in advance. They should be brief, and spoken in simple language. They should be repeated during the demonstrations so that they are fully grasped by the trainees.

The key points should be roneod and distributed to the trainees for further or future reference.

Schedules covering manurial, cultural and plant protection recommendations should be prepared for each crop and handed over to the trainees.

(*ii*) Keep the talks to the minimum and encourage discussion on each of the points made out. At the end of the hour, allow a break of about 10 minutes.

(*iii*) Talks should be arranged with the aid of charts, maps, models and other audio-visual aids. Much of this material can be locally got ready if preparation is made in advace. Certain material which is being issued by this Ministry and which is supplied by the Ministry of Agriculture and other Ministries will prove quite useful in this connection.

On showing the audio-visual material, it should be ensured that all the trainees are able to see it clearly. For this purpose, seating arrangements have to be done properly ahead.

(*iv*) Questions to be put up before leaders for discussion should be simple and directly related to their specific needs and problems.

(*v*) There should be no class-room approach and talks should be limited.

(*vi*) Teaching by showing practical demonstrations is the most effective method. The Block staff should know how to do with ease and effectiveness the things being demonstrated. Extension is 'Learning by doing' and 'Seeing is believing'.

Practical demonstrations of improved methods should be laid out well in time.

A nearby field should be available for demonstrating the use of improved implements and for showing the methods of cultivation. A part of this field, about a quarter of an acre will have to be ploughed and got ready in advance so that the working of the implements can be demonstrated. Manure pits and trenches for planting of sugar-cane etc. should be kept ready in the demonstration field before the commencement of the class to avoid waste of time.

(*vii*) A great deal of attention has to be paid to the details of either the sitting or standing accommodation of the campers both in the discussion hall and on the demonstration fields. They should be enabled to participate and witness with ease and comfort. They may be divided into groups and shown the demonstration of improved agricultural practices on the field, especially where more than one demonstration has been arranged.

(*viii*) A list of practical demonstrations to be given should be prepared so that the necessary facilities could be created and materials and implements collected in advance.

(*ix*) When the campers are satisfied with the superiority of the improved agricultural implements etc., they would ask for the cost of these things, where they are obtainable and the extent of subsidy, if any, or loan available. These questions should be correctly and promptly answered.

(*x*) Shramdan for about an hour at cleaning the village, digging compost pits or plantation of orchards or avenue trees, or the undertaking of any community work should be encouraged.

The participation by the host villagers should be ensured by previous discussions with the members of the Panchayat Board, the village elders and the school teacher and by giving wide publicity to the programme. The host village may constitute a Shramdan Committee.

The supply of implements to the participants should be arranged.

Adequate arrangements should be made to take care of the plants, if planted.

In order that the campers may not lose time, arrange for drinking water and wash at the spot.

(*xi*) The manner of living in the camps should demonstrate to the trainees several improved practices calculated to improve the rural conditions. Among other things, it is important to ensure that :

(*a*) Smokeless magan-choolas, adapted to local conditions, are constructed and used for cooking food;

(*b*) Latrines (tranch and slab) should be put up and used by the trainees;

(*c*) The garbago is collected and disposed of by trenching it and by covering it up by a layer of earth; and that

(*d*) the used water is drawn into soak pits.

(*xii*) It is advisable for the officials to take advantage of these camps to understand the practical difficulties experienced by the ryots in obtaining Government's assistance in matters like loans, seeds, fertilisers, cement, etc.

(*xiii*) The officials who participate in the camp should stay in the host village and mess with the campers, to the extent possible. The understanding of the villagers' mind is the first essential to guided change. Therefore, such halts would be of mutual advantage to the campers as well as to the officials. Sometimes accommodation may be difficult to secure. Perhaps, some tents could be pitched. In any case, it should be possible to secure some kind of accommodation in the village. Tickets for meals may be sold to the officials.

(*xiv*) A staff meeting should be held at the end of the camp to evaluate the organisation and contents of the programme. The B.D.O will maintain a register for this purpose. Among other particulars, it should contain the following information :—

(*a*) Name of the Block and District.

(*b*) Name of Circle.

(*c*) Name of village where the Camp is held.

(*d*) Group of subjects in which the Camp is held.

(*e*) Duration of the Camp with dates.

(*f*) Names of leaders, their age, occupations and the villages where they come from.

(*g*) Names of Extension Officers, Village Level Workers, etc., who conducted the camp.

(*h*) A daily summary of activities in the Camp, *viz.*, talks, discussions, demonstrations, visits, etc.

(*i*) General remarks on good points and weaknesses of the Camp.

13. Responsibilities of Block staff :

The B.D.O. will have the overall resposibility for holding and conducting the Camps.

It will be primarily the responsibility of the subject-matter specialists at the Block level *i.e.* the concerned Extension Officers to organise the course in respect of their subject group in the various Gram Sevaks' Circles, turn by turn, with the active assistance and support of their District, Regional and State Officers.

It will be the duty of the S.E.O. to assist the subject-matter specialists by arranging dissemination of information through the various methods at his disposal, such as films, charts, etc,, and in arranging entertainments.

The V.L.W. woul d be responsible for all arrangements at the camp in the selected village. He will make all necessary preparations and support the specialists in the matter of imparting instructions.

Before conducting a camp, the B.D.O. should discuss thoroughly the plan with the Block staff so that they understand clearly the objectives and the concerned officers are fully prepared, in advance, to plan and run it.

14. Issue of Printed Certificates:

The village leaders trained in these camps may be awarded printed certificates to encourage them. These certificates should be signed by the collector himself and issued to the trainees on the last day of the camp.

Suggesteb Specimen Certificate.

(Crest of the State Government)

Government of...

Planning & Development Department.

Shri/Shrimati/Kumari.......................................of..............................

Village attended the Village Leaders' Training Camp in..................

Group of subjects held in.........................Village in.........................

N.E.S /C.D. Block from...........................to..

He/She has undertaken to adopt improved practices in............* ....* to educate his brother-farmers in improved agricultural practices, and

to promote all organisational activities leading to increased production.

Station...

Date..

....
District Collector

* Mention here the subject such as Agriculture, Animal Husbandry, Pottery, Piggery, etc.

MINISTRY OF COMMUNITY DEVELOPMENT

Synopsis of the Course

(The synopsis given below is illustrative only and need not be strictly adhered to. A synopsis on similar lines must be prepared by each Extension Training Centre based on the needs of the region in which the Extension Training Centre is located. The synopsis should contain precise and specific recommendations in the field of agriculture suitable for the region. Modelled on this synopsis each Agricultural Extension Officer will prepare a synopsis suitable for his Block. This synopsis wi l be prepared during the training period at the Extension Training Centre and will be approved by the District Agricultural Officer. The synopsis for the region prepared at the Extension Training Centre should be approved by the Deputy Directors of Agriculture of the region concerned).

Item No. 1

Introduction (1 period)

Objects and methods of community development and the place of agriculture in the welfare of the community. The importance of farmer in the community.

Item No. 2

Foundation (2 periods)

The grand father had more land, better bullocks and milch animals My father had less land and a fewer milch animals. I have still less land, poor bullocks and no milch animals. My son will have still less land and poorer animals unless I act now. My grand mother used fire-wood, my mother used some fire-wood, some stalks of crops and a little of cow dung. The eyes of my wife are all the time choked with the smoke from the cow dung cakes. What will be the condition of my son's wife. The lands used to yield bump er crops in my grand-father's time. I am not satisfied with my crops. That shall be the fate of my son. I must lay the foundation for good farming and build up the fertility of my fields.

Conservation of Cattle Manure and Urine

In manurial value the urine is twice as rich as the dung which we are forced to burn. The urine that is now wasted, if conserved will be of great manurial value. It does not cost any money to conserve the urine but I have to make up my mind to conserve it. How can I conserve it ? There are three simple ways of conserving urine:—

(i) Collect the urine in a pit near the bullock shed and carry it every day in a ghara to the compost pit

(ii) Spread straw and other crop waste on the floor of the bullock shed and allow it to absorb the urine. Put this straw into the compost pit every day.

(*iii*) Sprinkle every day fresh earth on the floor of the bullock shed and allow it to absorb urine. Remove the earth to the manure pit every day.

Composts :

Every year every field should receive cow dung or green manure at the rate of 50* maunds—4000 pounds to an acre. I do not have that much of manure nor can I buy it. How can I produce enough manure for my fields ?

(*i*) Put all the house sweepings and refuse in the compost pit.

(*ii*) Put all the weeds in the fields and around my house in the compost pits.

(*iii*) Since the above two measures will not produce enough of compost for all my fields, I must plant on my field bunds, on field boundaries perennial plants like Ipomea Carnea, Karanj or plants like Jayant, Dhaincha and Sunn-hemp. The branches of these trees and plants when sufficiently grown will be cut and put in the compost pits made in the fields.

(*iv*) When I take so much trouble to produce enough compost I should like to make sure that I prepare a good quality compost. The compost that we generally make loses half of its manurial value because it is defectively made. There are three ways of making a good compost:—

(*a*) Adopt sectional filling of compost.

(*b*) Plant a tree near a compost pit so that there is shade over the compost pit.

(*c*) While preparing compost add bone meal or super-phosphate at the rate of 10 seers—20 pounds for every cart load (10 maunds or 800 pounds) of ripe compost. This is roughly equal to one handful of bone-meal or superphosphate for every basket that goes in the compost pit.

Green Manuring :

After taking all the pains to prepare better and more compost, I find it difficult to manure every one of my fields. What shall I do ? There are two methods of green manuring :

*Express all weights and measures in local weights and measures.

(i) Raising of green manure crop in one field and applying it to several of my other fields. A good crop of dhaincha, sunn-hemp, guara, cow-pea or urd grown on an acre can be applied from 3 to 5 acres of land provided the land is nearby and I do not have to carry the green manure very far. I shall try to apply 50 mds—4000 pounds of green manure per acre. Similarly, I can use jungle leaves, and leaves of my trees for green manuring, particularly on paddy lands.

(ii) The second method consists of raising green manures in the field and ploughing it in the same field. Since green manure is to be grown in the rainy season, I shall lose a food crop if I raise a green manure crop. What is the solution ?

If our fields are ploughed and prepared in summer, we can sow with the first good rain a crop of moong (green gram), urd (black gram) lobia (cow-pea), kulthi (horse-gram) and plough these up after 4 to 5 weeks when I shall get about 25 maunds about (20000 pounds of green manure per acre). In some years the early rains may not be good and my green manure crop may fail but since I am a farmer I have to take the risk. This method will be particularly useful on crops like paddy which are sown or planted 4 to 6 weeks after the first rain. In crops like maize, bajra and jowar which are often planted soon after the first rain, I can grow the same crops between the lines of jowar, bajra, cotton, maize etc., and plough the green manure crop under six weeks after on paddy which is sown broadcast. I can adopt the same practice with sunn-hemp or other pulses. I can also raise a nursery of dhaincha along the borders of paddy fields and even in between the lines of paddy. Some of the border plants will be left for seeds and others will be buried into the paddy by trampling them.

When the fertility of my fields has risen, I can even afford to miss a part of my rainy season crop and can sow green manure and plough it under. I cannot, however, get the seeds of the green manure crop of sunn-hemp or dhaincha. Either they are not available or the price is too high. Each good farmer must produce his own requirements of seed. Don't use a green manure crop the seed of which you cannot produce yourself, as thereby you are depending on others for building up of your fertility which is not good. Should I green manure my fields every year ? For securing ever increasing yields I must green manure *i e.* at a rate not higher than 75 mds. of green manure to an acre. Can I apply heavy cow dung once in three years to the fields ? It is better to apply 1/3rd of the quantity every year as that will give you higher yields over a period of three years. When the field is prepared for sowing the green manure, apply super phosphate at the rate of about 2½ mds. for irrigated areas and areas of rainfall over 45″ and at the rate of 1½ mds. for low rainfall areas. If after applying the super-phosphate or bone-meal the seeds of green manures are sown, the crop of green manure is better and the nitrogen content of the green manure increases. If a crop other than paddy is to be sown soon after green manuring, a light dose of ammonium sulphate at the rate of about 30 seers to an acre may be applied to give a good start to the succeeding crop.

Supplementing with Fertilisers :

Even in fields which are green manured and which have received compost and cow dung, it is necessary to apply fertilisers in moderate doses. It is not good to use ammonium sulphate only, as soil requires phosphates as well as potash (here specify the crops of your area which require phosphate and potash manuring in addition to nitrogenous fertilization). Can fertilisation be used in dry areas? Even in irrigated areas we do not use full requirement of fertilizers and because of that we are not able to make full use of the irrigated water. The yields in irrigated areas are also very low and could be substantially increased if fertilizers (her specify the type required for your areas are applied). In areas which receive as low as 15″ of rainfall, phosphatic and at places potasium fertilisers, can be used in places. A small dose of nitrogenous fertiliser, if it is applied at proper time, could also prove profitable The secret in dry areas is to get the plants to grow quickly so that the roots go down deep and they can withstand the drought. Superphosphate and potas increase the capacity of the crop to withstand drought and bear fruit.

Fuel Plants :

We are forced to burn dung cakes. We have no fire wood so that our sons may be able to apply dung to the land. I shall plant fire-wood in waste lands and field bunds and on the borders. Fuel trees suitable for my area are and they can be grown and raised in... (such and such) manner.

3. Worthwhile Cultivation (three periods)

Now that I have decided to build up the fertility of my fields it is worthwhile for me to cultivate the crops well though this will mean still harder work and greater care. In agriculture it is important that everything should be done timely and promptly but the following five are the main principles of good cultivation :—

(*a*) Use of sound, selected and treated seed for sowing.

(*b*) Good preparation of the field for sowing which includes good manuring and good tilth.

(*c*) Quick and timely sowing the lines.

(*d*) Thinning of the stand, goods weeding and good interculture.

(*e*) Top dressing with fertilisers at the proper time.

Now that we have accepted the principles of good cultivation, we may see how they are applied to the principal crops of the Block.

Paddy :

Selection and treatment of seed, improved variety, raising of seed-bed including its manuring, preparation of the field for transplanting and manures and fertilisers to be applied before transplanting,

spacing, weeding and interculture, control of pests and disease and white-ant planting time, planting method, manuring and planting, irrigation, interculture, top-dressing, riding and earthing up insect pests and diseases.

Maize :

Use of hybride seed, heavy fertilisation, line sowing thinning, weeding and interculture, pests and diseases. Inter-cropping with green manure

Gram, Jowar or Bajra :

Application of cow dung and compost and superphosphate in bands in the plough furrow according to Saurastra Method. Selection of suitable varieties, selection of seed, treatment against disease, spacing and line sowing, thinning and interculture, top dressing, pests and diseases. (The improved method of cultivation of different crops can be treated in the same manner as per illustrations of the crops mentioned above). It should not be necessary in a Block to deal with more than six crops. Two or three crops can be dealt with in each period

4. Money Crops and Me (1 period)

(*a*) Higher acre yields of food crops which will come as a result of better manuring and better cultivation, will make it possible for me to sow a larger area with money crops but money crops require greater investment. More investment is worthwhile if the fields are fertilised and the farmer hard working. For a larger investment a cooperative loan is the most common solution. Experience of many farmers with cooperatives has not been happy. Many want credit but few wish to repay the loan. Cooperatives can lend if members repay in time and pledge the produce to the cooperative and market it through the cooperatives. Every one wants to take credit but only a few invest their savings with the cooperatives. How can cooperatives cooperate, if we do not cooperate. Who else other than we can make the cooperative function satisfactorily. We cannot remain sleeping partners in the cooperative. If there is anything wrong with the cooperatives, it is with the workers and the members and if each one of them do their duty as a member and as a worker the coopera tives can function all right. Cooperative is ours and we cannot give up hope in ourselves.

(*b*) What can my Panchayat do to help agriculture? It can repair in time the common irrigation works. It can settle land and water disputes in good time. It can control the village cattle to prevent the damage to the crops. It can lay down the minimum standards of cultivation for the principal crops. If, it can do all that, I should see that it enjoys the confidence of the village. What can I do to help my Panchayat ?

5. How to make two blades of grass grow where one grows (1 period).

How can two crops be grown where one is grown at present? How can three crops be grown where two are grown at present? The basic principles for intensifying the cropping are as follows which may be illustrated with local possibilities and local crops to explain the points at issue.

(*i*) Instead of using late maturing varieties, if early maturing varieties are sown it may promote the sowing of the subsequent crops like wheat, early cotton, oil-seeds, early maize, early millets, etc.

(*ii*) Use of new or better implements will enable the quicker preparation of the soil for sowing and will reduce the number of operations to be done. Instead of ploughing the rabi land 8 to 10 times with the country plough, the use of mould board plough followed by that of cultivator reduces the number of bullock days required for preparing the land for rabi sowing. Thus with a limited bullock power a larger area can be sown during the Rabi. Similarly, the use of green manuring trampler or wet land puddler reduces the number of bullock days required for the preparation of paddy fields.

(*iii*) Soil conservation practices help to conserve the soil and moisture. Bunding of fields is facilitated with an implement like bund-former. Contour ploughing, strip cropping of legumes and non-legumes, and rotations of crops help in preventing soil erosions and provide the basis for good farming. Dry farming practices recommended for dry areas may be explained.

(*iv*) Better water lifting devices such as oil engine pumps, electrically driven pumps, persian wheels, reduce the pressure on bullocks, lift more water per hour, and make the irrigation of the larger land possible.. An additional irrigated crop may be raised. What are the problems of intensification of cropping in your Block? How they can be solved?

6. Improved Agricultural Implements (2 periods):

Improved agricultural implements are meant to help the farmer by enabling him to do his work quicker and in time and with less labour and at lower cost. Some implements make the work easier as they reduce the physical strain both on the bullocks and human beings.

(*a*) *Implements which are used for preparation of the land:* Wood Board ploughs, iron ploughs, wet land puddler, harrows and cultivators (the cost of each implement, its availability, its out-put, its advantages and disadvantages may be described).

(*b*) *Sowing and interculture implements:* Seed drills, hand dibbler of wheat, cultivators, harrows and ridgers, Japanese Paddy weeder.

(*c*) *Water lifting appliances:* Oil engines, electrical motors and pumps, persian wheels and low-lifting appliances.

(*d*) *Harvesting and threshing and winnowing appliances* : Guntaka or blade harrow for harvesting the ground-nut, cotton stalk-puller, maize sneller, Japanese Paddy thresher, Olpad wheat thresher, winnowers.

(*e*) *Improved tools* : Sickles, khurpis, spades, etc.

(*f*) *Reclamation and soil conservation implements* : Buck scrappers, bund formers (only deal with those implements which are recommended in your area. Mention for each implement advantages and disadvantages outturn of work, its cost and where from available. Mention those that are suitable for being owned by individuals and cooperatives).

7. Irrigation and Drainage (1 period) :

Irrigation water is wasted because the fields are not levelled the channels are leaky and the practice of flooding the fields has grown up because of uncertainty regarding the availability of next watering. Economy of water is practised when the water is lifted from a well by manual or bullock labour. In such cases the irrigation beds are small and channels are in good order.

Often along with irrigation, drainage has to be provided. Irrigation at some places causes salinity. How to combat and how to drain the land.

Irrigation requirements of crops, size of irrigation beds and frequency of irrgation.

Irrigation and manuring. With the provision of irrigation the risk is eliminated from agriculture and still the crop yields in irrigated areas are low because the lands are not adequately fertilised and the crops are not properly cultivated (show how the yields under irrigated crops in your Block can be improved).

8. Storage of Grains (1 period) :

Better methods of storage recommended for the area.

9 Health giving Foods for the Family (1 period) :

Fruits vegetables and milk products are required for the health of the family. How can the area under vegetable be increased? How can the consumption of vegetables be increased for the family? Is there any scope for an horticultural programme? What fruits are suitable for the area? Can these be grown in the backyard or in the fields, so that each family produces some of its own fruit needs. How can the yield of fruit and vegetables be increased? What varieties are recommended? What manurial and cultural practices are recommended for the principal crops? How fruits and vegetables could be preserved conveniently in a village? Plan for a regular supply of vegetables all the year round.

10. The Farmer and his Animals (1 period) :

(This can be prepared in consultation with the Animal Husbandry Officers).

How can loss due to death of animals be reduced ? What preventive action is possible against the most common animal diseases in the area ? How can the entire village take preventive measures ?

How can the quality and quantity of animal food and fodder be improved ? Washing of paddy straw in the water. Increasing the area under fodders. Raising of green fodders. The value of oil cakes as a concentrate. How can the breed of animals be improved, breeding bulls, key village schemes, artificial insemination centres ? Regular fodder production throughout the year.

11. The Role of Farm Leaders and the Training of Future Farmers (2 periods)

(*i*) Teaching and introduction of improved methods of cultivation amongst the members of the groups, whose trusted leaders they are.

(*ii*) Preparation of agricultural production plan for the family. Exercises in the preparation of this plan for the family of the farm leader (Form appended).

(*iii*) Follow-up work with the farm leaders. Should there be monthly or quarterly meetings of farm leaders of a village ? How often should the farm leaders of the Village Level Worker's circle meet together. What should be the arrangements for the self study by the farm leaders ? What development literature should be supplied to farm leaders and how will they disseminate the information received through such literature ?

(*iv*) Should visits of farm leaders be arranged to selected villages in the Block and in the adjoining Block. When such visits should be arranged ? What should be the duration of the visit and how the cost should be met ?

(*v*) Will the farm leaders undertake to show the visitors around the fields in their village. Where can the Village Level Worker and the Agricultural Extension Officer and Block Development Officer meet the village leaders as a group ? How often such meeting should be held ? What arrangement should be made for the advance training of the village leaders and when can such training camps be arranged ?

(*vi*) How can individual projects undertaken by the members of the farm youth clubs be supervised and guided properly ? What should be the duties of the farm leaders in respect of farm youth club ?

(*vii*) Is there any action on the part of women necessary for the improvement of agriculture, and if so, how they can be organised ?

12. Special Lectures (2 periods) :

These periods are proposed to cover the special needs of the area. Under these lectures subjects like poultry rearing, bee-keeping, floriculture, paddy-cum-pisciculture etc. may be taken up to meet the special needs of the area.

Form for the preparation of an Agricultural production plan for the family by the farm leader (Part A).

Name of the field	Area of the field	Previous year's crop	Previous year's yield	Previous year's manuring.	Proposed crop.	Proposed manuring	Estimated yield	Additional income estimated	Additional investment estimated	REMARK
1	2	3	4	5	6	7	8	9	10	11
(*i*) Brick field.										
(*ii*) Banswala										

Part 'B'

Items of Investment	*Cost*	*Source of Finance*
Irrigation well	Rs. 1,500/-	Government loan.
Ammonium sulphate 5 mds.	Rs. 70/-	Own savings.
Hybrid Maize seed 2 mds.	Rs. 60/-	Cooperative loan.

Follow-up Work with the Farm Leaders

The mere training of farm leaders without adequate follow-up work will produce very little result. The follow-up should aim at the following:—

(*a*) The establishment of channels for frequent contact between the farm leaders and the extension agency of the N. E. S. / C. D. Block.

(*b*) The undertaking of a project by each farm leader for utilising knowledge recently acquired and for gaining confidence. Incidentally, this provides a bridge for sustained interest between the farm leader and the extension worker.

(*c*) The provision of facility for farm leaders to undertake educational activities amongst brother farmers and members of their groups through the organisation of farm youth clubs and similar other bodies under the Panchayat.

(*d*) The provision of facilities for farm leaders to exchange experiences, to learn new techniques, to discuss mutual problems and to derive the satisfaction that they belong to a useful and influential group in the community.

(*e*) To provide incentives and recognition so that the spirit for good work is sustained.

The methods suggested for achieving the above mentioned five objectives are enumerated below:—

(1) (*i*) The Gram Sevak should visit the farm leaders frequently and meet them individually as well as in a group.

(*ii*) The Agricultural Extension Officer of the Block should meet all the groups of farm leaders atleast once in two months and the meeting should last for two hours atleast.

(*iii*) The Block Development Officer and the Inspecting officers should, during their visits to the villages, contact the farm leaders and use them as contact-men for carrying on agricultural extension work.

(*vi*) The farm leaders may be given a standing invitation to call on the Block Development Officer and Agriculture Extension Officer when they happen to visit the headquarters of the Block.

(*v*) The Agricultural Extension Officer may write a greetings letter 3 to 4 times a year to the farm leaders on occasions such as Holi, Dewali, Independance Day, Id, Christmas, etc. The greetings letter may incidentally enquire about the progress of the farm leaders activities and may also convey a brief account of what has been done in the Block in the field of agriculture. The letter should not be too long and should be in very simple local dialect. Service postage may be utilised for this purpose.

(2) Each trained farm leader should be persuaded to undertake a project in which he can utilise some of the knowledge which he learnt at the Training Camp. The Agricultural Extension Officer of the Block should prepare a list of the projects suitable for his area and he should guide the farm leaders in the choice of the project and its execution. The projects may consist of such items as green manuring, Japanese, method of paddy cultivation, raising of a crop of hybrid maize, poultry keeping, bee-keeping etc. For each project specific steps should be worked out and very simple records should be devised so as to ensure that on the conclusion of the project, exact information can be secured for convincing the farm leader and his group. Where spectacular results are achieved, photographic records may be kept. The Village Level Worker can assist in keeping necessary records and the Agricultural Extension Officer should during his visits see the projects and check up the records. The Village Level Worker should arrange the visits of farm leaders for studying the projects within the villages in the Block.

The farm leaders may be encouraged to organise group projects which can be executed with the help of the group members as this serves as a test of useful leadership.

(3) The farm leaders may organise a farmers' club with the sole object of encouraging the learning and practice of improved agriculture, self-help and mutual cooperation. The club may organise training classes or camps for training the members in improved agricultural practices and may organise mutual aid teams to help the brother farmers in land reclamation soil conservation, construction of minor irrigation, planting and harvesting of the crops etc. The clubs should be non-political and should function in co-operation with the Gram Panchayat and the co-operative society. These clubs may be visited by Village Level Workers, Agricultural Extension Officers and the Block Development Officers. The clubs may be encouraged to invite visiting teams from the sister clubs in the Block to study the working of the clubs. There should be a systematic progrmme for this purpose so that the organisation of clubs is promoted and the clubs which are not functioning properly are induced to improve.

(4) Regular periodic meetings should be arranged of active farm leaders. At these meetings the progress of their work, the problems and difficulties and future programme may be discussed. Some of the active farm leaders may be encouraged to assist the farm leaders of the neighbouring villages in carrying out a selected programme.

Special training programmes for active farm leaders may be organised at Block headquarters or at a farm so as to provide advanced training on specialised problems.

(*i*) The farm leaders of a village may meet atleast once in two months in the presence of the Village Level Worker.

(*ii*) All the active farm leaders of the Village Level Workers circle may meet once in six months in a leading village. At this meeting Agricultural Extension Officer should be present. Though the main idea of the meeting is to review the progress and to prepare plans for future progress, a short training can be arranged along with such a meeting.

(*iii*) There should be an annual meeting of the farm leaders of the Block. At this meeting not more than one farm leader should be represented from a village, and the farm leader who is to represant the village may be elected by the farm leaders of the village. Members may also be selected at this meeting for visiting the adjoining Blocks for studying the special problems or for assisting the neighbouring Blocks. The District Agricuitural Officer should attend this meeting. Instructors of Extension Training Centre and Basic Agricutural Colleges may also attend in their own Block.

(5) (*i*) The active farm leaders may be invited to attend the public functions such as opening of schools, institutions, parades and ceremonial occasions.

(*ii*) When trial of new methods of farming are to be tried out, this should preferably be done with the farm leaders.

(*iii*) All the extension literature that is to be distributed to farmers should also pass through these farm leaders.

(*iv*) The farm leaders may be associated with the planning and distribution of supplies of seeds, fertilisers etc. required for farming.

(6) *Aids for the follow-up work :*

(*i*) It might be useful for the Block to provide certain literature and posters required in connection with educational and club activities of the farm leaders.

(*iii*) A roneoed news-letter issued once a month or a fortnight dealing with the activities of the farm leaders may be brought out by the Block and circulated to the members in the Block. This may in some cases take even the shape of a printed letter covering 4 to 5 Blocks where the agricultural conditions are similiar. A list of leaders in the Blocks may also be published.

(*iii*) The selected farmers may be encouraged to broadcast their experiences on the rural or chaupal programme of the A. I. R. wherever convenient.

(*iv*) An outstanding farm leader in a district may be provided with travelling facilities so that he is enabled to talk to farm clubs about his experience and activities. Such trips may be made within and outside the district. Similiar facilities may be provided within and outside the Block.

(*v*) The State Department of Agriculture should undertake to produce suitable literature dealing with improvements in agriculture which could be used by farm leaders as an educational aid or for their own learning. The usefulness of the literature issued should be discussed at the Block level meetings of the farmers.

(*vi*) At the Block level meeting of the farm leaders a list of research problems requiring solutions may be made and this list may be passed on to the Agricultural Department for necessary action. The progress made in research may be reported at the next meeting, one year later.

(*vii*) In matters of subsidy or supply of free materials such as see, fertilisers and plant protection equipments, no preference should be given to the farm leaders as the receipt of such preferntial free supplies may lower the farm leaders in the estimation of their groups.

(*viii*) Each Village Level Worker may keep a register leader wise to watch the follow-up programme in his circle. Nine or ten pages may be alloted to each farm leader. This would contain a brief statement of the farm leaders' activities.

C.D. and N.E.S. Programme—Village Leaders' Training Camps

Programme of Training at the Extension Training Centres

The following programme of training is suggested at the Extension Training Centre for the training of Agricultural Extension Officers in the methods of organising the training camps of farm leaders. It is essential to ensure that the synopsis of courses, and the lists mentioned below are prepared by the Agricultural Extension Officers during their training before they leave the Extension Training Centre.

1st Day

(*a*) Object of camps.

(*b*) Organisation of training camps.

(*c*) Preparation of notes on organisation of training camps particularly by the Social Education Organiser developing a plan for the organisation of farm leaders' training camp suited to his Block. After the Plan is prepared 4 or 5 typical plans may be picked up for discussion and improved. Difficulties encountered with regard to the plan may also. be discussed.

(*d*) Methods used for training of farm leaders.

2nd Day

(*a*) Discussion on the synopsis of the course prepared at the Extension Training Centre as regards the suitability of its contents.

(*b*) Preparation of a synopsis suited to the Block by the Agricultural Extension Officers based on the model supplied at the Extension Training Centre.

3rd Day

(*a*) Discussion of five selected courses in the Blocks. Discussions of difficulties encountered in preparing the synopsis suited to each Block. One or two test periods to test whether the work provided for a particular period is adequate and interesting.

4th Day

(*a*) Preparation of a list of audio-visual aids to be used at the training camp of the farmers.

(*b*) Preparation of a list of exhibits and models to be used in connection with the training camp.

(*c*) Preparation of a list of demonstrations to be organised at the Training Camp. Against each demonstration, record the equipment and facilities required for conducting that demonstration. The selection of the right kind of agricultural implements suitable for the area is of the utmost importance. It is also very important that the use of the implement and equipment is demonstrated in the right way and by a person quite familiar with handling it. Farmers are quick to notice a person handling a farm implement awkwardly and if they see this their confidence in the demonstration is likely to be shaken. These matters have to be impressed on all Extension Officers at the training.

(*d*) Break-up into groups of 5 or 6 each and ask each group to lay out demonstrations as per list provided for the group.

5th Day

Continue with the demonstration that may not have been completed on the previous day and discuss the difficulties encountered in the conduct of demonstrations. The training camp ends.

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